



COPESD

TO ENGAGE LEARNERS IN WAYS THAT FOSTER GROWTH & SUCCESS

District Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

September 10, 2020

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the District’s COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District-educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs will transmit the approved plan to the superintendent of public instruction and the state treasurer.



Cheboygan Otsego Presque Isle Educational Service District
Extended COVID-19 Learning Plan

Address of School District: 6065 Learning Lane, Indian River, MI 49749

District/PSA Code Number: 16000

District/PSA Website Address: www.copesd.org

District/PSA Contact and Title: Mr. Jamie R. Huber

District/PSA Contact Email Address: huberj@cofesd.org

Name of Intermediate School District: Cheboygan-Otsego-Presque Isle ESD
(COFESD)

Date of Approval by ISD: September 10, 2020

Assurances

1. The District will make their ISD approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's website no later than October 1, 2020.
2. The District will create and make available on its transparency reporting link located on the District website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency (or progress) in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.
5. The District, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District Board's discretion.* Key metrics that the District will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District-determines that it is safe to provide in-person instruction to pupils, the District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District-
7. The District-assures that
 - o instruction will be delivered as described in this plan and approved by the District Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o the District/PSA will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District during a public meeting described in PA-149.
8. The District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The District-will ensure that two (2), 2-way interactions occur between a pupil (or if necessary a pupil with assistance from a caregiver or guardian) enrolled in the District and the pupil's teacher (and/or ancillary service provider) or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District. The District will publicly announce its weekly interaction rates at each District Board meeting where it re-confirms how instruction is being delivered. The District will make those rates available through the transparency reporting link located on the District website each month for the 2020-2021 school year.



District Superintendent or President of the Board of Directors

9/18/2020

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

COPESD Statement

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

COPESD plans to begin the school year with either face to face or remote learning, based on parent/guardian choice for each individual student. We will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Although the COPESD operates programs for students from birth to 26 years of age, this plan will specifically focus on K-8 for goals and benchmark assessment as required by this legislation. The district remains committed to addressing the needs of all learners every day.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

The COPESD believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, COPESD will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

COPESD Student Growth Goals

Baseline data will be obtained for 100% of students to initiate the progress monitoring process within the first 9 weeks of school.

Goal 1: Students will make progress towards 75% of their IEP goals in the area of math.

Goal 2: Students will make progress towards 75% of their IEP goals in the area of reading.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The COPESD full instructional plan can be found in the [MI Safe Schools Roadmap--COPESD Preparedness Plan](#).

Mode of Instruction

To start the school year, all K-8 students will have the option to attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

For those families who choose virtual learning, or if our region ends up in Phases 1-3, the district plans to use a remote learning form of instruction using the online learning platform of Canvas as the primary mode of instruction. For those students that do not have a device, the district will provide devices in grades K-12. Students without devices will have them provided and we will make arrangements for internet through wifi access at multiple locations (schools, libraries, etc.). Instructional materials (i.e. paper, pencils, etc) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make twice weekly contact with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, etc.) or through weekly phone calls. Teachers will also communicate multiple times each week through the instructional platform Canvas, Class Dojo, or Google Classroom, with an emphasis

on continuing to build relationships and maintain connections. COP staff will emphasize and foster relationships with students through technology (virtual meetings, email), by phone or text..

For students with technology access, content will be delivered through the online platform, Canvas, Google Classroom, Remind, etc. Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least once per week and asynchronous instruction through pre-made videos/lessons multiple times per week. This will be supplemented with phone conferencing to support instruction by a variety of COP Staff.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (i.e Canvas). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

The plan will be communicated to our parents/guardians via individual phone calls made by COP Staff. Parents will receive an email with the plan attached, directing them to our district website where they can access. The plan will be posted in a prominent location on our district website.

Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support will be sought to make these connections (Social Workers, Student Engagement, Health Department of Northwest Michigan, and ThunderBay Mental Health Services). When applicable, ancillary staff will provide teletherapy.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.

Note: The COPESD full instructional plan can be found in the [MI Safe Schools Roadmap--COPESD District Preparedness Plan](#).

Curriculum and Instruction: Academic Standards

The COPESD curriculum for core academic areas is aligned to state standards and the state alternate standards.

Teachers will be guided to implement instructional approaches that meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

As our teachers work to engage students remotely, they will:

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading

COPESD bases its assessment system on the Michigan Alternative Standards. We regularly assess students at the classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. COPESD has an established system and timeline for reporting progress to pupil's and the pupil's parent or legal guardian. This progress is typically reported in the form of a progress report and is delivered in a paper format.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Technology

The COPESD ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The COPESD system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [MI Safe Schools Roadmap--COPESD Preparedness Plan](#).

- **Please describe** how the District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Students with Identified Special Needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider: Alt+Shift consultation or web resources at - <https://www.altshift.education/resources/remote-learning-resources>

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.